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AUTHOR Dennis, Evie G.
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ABSTRACT

The present study was designed to investigate the teacher and student morale in two schools, one with and one without obvious problems. The research focuses on (1) staff feelings about coworkers and supervisors, and staff satisfaction with the degree of participation and recognition received from work; (2) student feelings about teachers, student enthusiasm for school, and student self-esteem; and (3) the overall morale in each school. Although scores at both schools were lower than average, analysis of variance indicated some significant differences between the schools. The findings are discussed and a plan of action is proposed. (Author/IRT)

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An Exploratory Analysis of School Climates: Factors Affecting Morale in the Schools

By Evie G. Dennis

Submitted in partial fulfillment of the requirements for the degree of Doctor of Education, Nova University

EA 007 113

Denver Cluster
Dr. Harold Stetzler

Mini Practicum
October 1973

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ABSTRACT

The present study was designed to investigate the morale in two schools, one with and one without obvious problems. Four inventories were administered to staffs and eighth grade students from each school. It was predicted that the school with obvious problems would have a lower score than the one without problems. Scores were lower than average on almost all measures at both schools. Analysis of variance indicated some significant differences in several areas. The findings are discussed and a plan of action is proposed.

AN EXPLORATORY ANALYSIS OF SCHOOL CLIMATES:

Factors Affecting Morale in the Schools

By Evie G. Dennis[1]

INTRODUCTION

The factors associated with student discontentment and alienation seem varied and complex. Much has been written about student alienation, but there has been little systematic investigation of the relationships between specific characteristics of schools and staffs and alienation of students.

At one time or another, administrators in almost every school in America have faced the problem of staff and student morale. There is some evidence that, when teacher morale is

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[1]Evie G. Dennis is Community Specialist, General Administration in the Denver Public Schools, Denver, Colorado. The practicum was performed in two Denver junior high schools of approximately 1500 students each.

high, productivity or student achievement is increased.[2]

Leaders in today's organizations are recognizing that the more autocratic forms of leadership are no longer effective. Yet when leaders attempt to become less authoritarian in their approach, they often find that others may seem to take advantage of them or become less accountable in getting work done. It has been found that the more democratic the administration, the higher the morale, and that teacher morale assists in establishing the character of the school.[3]

The research reported in this paper focuses upon 1) the feelings of staffs about their coworkers and supervisors, their satisfaction with the degree of participation and recognition being received from their work, 2) student feelings about his (her) teachers, enthusiasm for school, and his (her) self-esteem, and 3) the overall morale in each school. The results are compared in two schools with the hypothesis that the school with obvious problems will score lower than the school with no obvious problems.

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[2]Henry Harap, "Morale," Nation's Schools, 63, June, 1969, 55.

[3]Hussein S. Koura, "An Experimental Study of Students' Achievement in Relation to the Morale of Selected Secondary School Teachers," Unpublished PhD Dissertation, The University of Michigan, 1963.

STUDIES ON MORALE

Early studies of morale were synonymous with investigations concerning job satisfaction. Hoppock[4] combined four attitude scales to investigate the relationship between teachers and their superiors. He identified factors contributing to job satisfaction and found that being interested in the job does not necessarily mean that job satisfaction is guaranteed. His factors included relationship with superiors, working conditions, security, and earnings.

Since World War II, increasing attention has been given in industry and education to the topic of morale. Chandler and Mathis[5] identified five differential attitude areas reflecting teacher morale within a school system: Self, School, Community, Administration, and Policy. They found significant differences among the participating schools.

Redeffer[6] identified administration, policies, school

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[4]Robert Hoppock, Job Satisfaction, New York: Harper and Brothers, 1935, 1-303.

[5]B. J. Chandler and Claude Mathis, "The Effect of School Salary Policies on Teacher Morale," an unpublished research study, Northwestern University, Evanston, Illinois, 1957.

[6]Frederick L. Redeffer, "Factors that Affect Teacher Morale," Nation's Schools, LXIII, February, 1959, 59-62.

equipment, and educational leadership of the school as the four major areas affecting teachers' morale. Cralle and Burton[7] studied causes of teacher frustration and found that there was a relationship between these causes and policy making, salary schedule, work load, and supervision.

Chandler and Mathis[8] defined morale as "a general feeling of well-being, satisfaction, or psychological comfort a person has relative to identifiable factors in the environment or in the self." This study accepts the idea that morale is multi-dimensional and consists of many identifiable components. Further, this study takes the position that morale is not likely to be a simple linear function of job satisfaction or job conditions alone, or that mere administrative control is likely to boost morale and thus enhance productivity. Teacher morale may be more related to self-control, discipline, courage, patience, convictions, and effort on the part of an individual teacher.

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[7]Robert E. Cralle and William H. Burton, "An Examination of Factors Stimulating or Depressing Teacher Morale," California Journal of Elementary Education, VII, August 1938, 7-14.

[8]Chandler and Mathis, loc. cit.

Halpin and Croft[9] hypothesized that schools in general have a distinct "personality" or organizational climate. They succeeded in identifying six distinct organizational climates differing in degree of "openness": Open, Autonomous, Controlled, Familiar, Paternal, and Closed organizational climate and the level of morale associated with each.

A review of the research[10] from 1968 through 1972 pointed to the following major conclusions:

1. Morale is a general function of a multitude of inter-related variables and dimensions rather than a function of one or more isolated variables. However, the absence of adequate instruments that are anchored to a comprehensive theoretical conceptualization of morale limits the extent to which research can be done effectively.

2. The immediate supervisor or administrator is extremely

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[9]Andrew W. Halpin and Don B. Croft, The Organizational Climate of Schools, Midwest Administration Center, The University of Chicago, 1963.

[10]Hazel Davis, Martha L. Ware, Frieda S. Shapiro, Eleanor Donald, and Gertrude N. Stieber, "Economic, Legal, and Social Status of Teachers," Review of Educational Research, XXXIII, #4, October, 1963, 411.

important to a teacher's morale. Democratic administration can offset the effects of other factors that tend to produce low morale.

3. Congruity or lack of congruity of perceptions and expectations of school boards and teachers is extremely important to teacher morale.

4. Administrators and teachers frequently have a very different view of the level of morale and of what is important to teachers' morale. The greater the discrepancy between their expectations, the lower the morale.

5. Preparation programs for teachers are inadequate to the extent that they develop or fail to change unrealistic attitudes about teaching - a circumstance that may result in disorientation for beginning teachers as well as in reduced morale.

6. Research needs to be done on the relation of morale to teacher performance and to personnel policies and practices.

PURPOSE OF THE STUDY

The purpose for conducting this study was to compare morale of staffs and students in two schools, one with (School A) and one without (School B) obvious problems. School A has had many problems involving student unrest, assaults on teachers, etc., to the extent that classes were suspended and the school closed for two days last spring. This investigator worked closely with the staff and students during this time and felt that there indeed were many factors that led to the final confrontation. School B has not reported these kinds of problems.

DESIGN AND PROCEDURES

For the purpose of this study two Denver junior high schools were selected to participate. The entire staffs, certificated and non-certificated, and the eighth grade classes at each school were asked to become involved in the sampling.

Instruments Used in the Study

Four instruments developed by Hoffmeister and Miller[11] were used in this study. Two forms - 1a and 1b - of the Work

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[11]James K. Hoffmeister, Test Analysis and Development Corporation, Boulder, Colorado.
Don Miller, Viable Systems Planning Institute, Burlingame, California.

Atmosphere Questionnaire were used to survey staffs. (See Appendix A) The questions on Form 1a are designed to provide information on four aspects of working conditions in the schools: Supportiveness (SUP), Performance-Productivity (PP), Change Leadership (CL), Positive Interaction Influence (PII). Of these four measures, results from the measure of Supportiveness and Change Leadership will be used in this study.

Supportiveness (SUP) is defined to mean a person's feelings that he (she) is accepted, respected, and encouraged to function as a competent, effective individual.

Change Leadership (CL) describes the feeling that there is a genuine concern to find, develop, and implement better ways of doing high quality work.

Information on each of the above measures is obtained from three standpoints: a person's perception of his (her) supervisor, his (her) coworkers as a group, and himself (herself).

Questions on Form 1b are designed to provide information about five aspects of the work situation: Work Planning and Coordination (WPC), Work Productivity (WP), Work Incentive (WI), Work Environment (WE), and Work-Resources-Setting (WRS).

Work Planning and Coordination (WPC) describes the feeling that work practices are carefully and systematically planned, described, introduced, implemented, and assessed.

Work Productivity (WP) describes the feeling that the quality of work is not affected by factors such as staff turnover and absenteeism.

Work Incentive (WI) provides information regarding the feeling that salaries, fringe benefits and grievance procedures are adequate.

Work Environment (WE) describes the extent to which work environments are felt to be adequate.

Work Resources-Setting (WR-S) provides information regarding the feeling that sufficient materials and personnel are available to do an adequate job.

In general, the instruments indicate how the staffs feel about their coworkers and supervisors, and the staffs' satisfaction with the degree of participation and recognition being received from their work, i.e., the level of the staffs' human relations index.

Two questionnaires were administered to students. One was the Self-Esteem, form SEQ-3, and the other was School Atmosphere, form SAQ-1.[12] Form SEQ-3 was designed to provide information on self-esteem (SE) and Self Other Satisfaction (SOS). Form SAQ-1 was designed to provide information regarding Enthusiasm for School (ES), School Acceptance Understanding (SAU), and School Dynamism Enthusiasm (SDE).

Self-Esteem (S-E) describes a person's feelings that he (she) is capable, significant, successful and worthy.

Self Other Satisfaction (SOS) describes a person's level of satisfaction with respect to his (her) feelings of self-esteem.

Enthusiasm for School (ES) describes student feelings that school is interesting, worthwhile, and fun.

School Acceptance Understanding (SAU) describes student feelings that most of his (her) teachers genuinely like, accept, and understand him (her) and that they treat him (her) as a responsible individual.

School Dynamism Enthusiasm (SDE) describes student feelings that most of their teachers find their subject matter stimulating and that they thoroughly enjoy the process of communicating this material to students.

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[12] Op. cit.

Administration of the Instruments

Principals of the participating schools were contacted and a faculty meeting was arranged in each school for the purpose of explaining the administration of the inventories. In addition to oral instructions, written instructions were included with the instruments. (See Appendix B.) The purpose of the study was explained briefly to staffs and they were assured that all the responses would be confidential. Schools were assigned code numbers and staff and students were given serial numbers. Some staff members from School A were very threatened by the fact that the inventories were confidential and not anonymous and refused to participate in the study after being assured by this investigator that the information gained would not in any way be used against them. Others either cut or blocked out the identifying numbers. These could not be included in the survey because it was necessary to classify staffs. Eighty-three out of 107 (77%) staff members from School B returned the completed inventories; whereas only 57 out of 121 (47%) from School A returned them. Several of the returned inventories had to be discarded for various reasons, thus the results reported here represent 45% of the staff from School A and 71% from School B.

Four hundred sixty-eight out of 520 (90%) completed inventories were returned by the students from School A and 361 out of 516 (70%) by School B. Each staff member was sent a copy of his (her) results. (See Appendix C.)

Scoring of the Inventories

The inventories were scored by a special process called Convergence Analysis.[13] This process examines a person's response distribution on a particular measure. If the person's response is reasonably consistent, a score is computed based upon a major concentration of the responses about a point on the response scale. If the person responds inconsistently, no score is computed for that person on that particular measure. Norms for the Work Atmosphere Questionnaires were established at 4.00, using a population of 2,000 employees at a large West Coast hospital. Norms for the School Atmosphere Questionnaire were established using 16 large suburban schools in Colorado. Norms for the Self-Esteem Questionnaire are based on a sampling of approximately 10,000 students.[14]

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[13]James K. Hoffmeister, "Measurement and Psychological Phenomena: A Critique and Reformation," Unpublished Manuscript. University of Colorado, 1968.

[14]James K. Hoffmeister, Personal Communications, 1973.

Three-way Analyses of Variance were used to test the hypothesis of school differences. In addition, one-way and two-way Analyses of Variance were used to further analyze the differences between schools.[15] Comparisons were also made by separating staffs into Certified and Classified.

PRESENTATION AND ANALYSIS OF DATA

Measures Obtained from Staff Questionnaires

Frequency distributions were computed for each school on the Supportiveness and Change Leadership measures (Form 1a) and all measures of Form 1b. Figures 1-6 display this information as summarized by low (1.00 - 2.24), middle (2.25 - 3.74), and high (3.75 - 5.00) scores on each measure. These data provided the following information regarding employee feelings about the school:

A. Supportiveness

School A

1. Ninety percent gave themselves high scores; and 10% said the degree of supportiveness depended upon the situation.

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[15] B. J. Winer, Statistical Principles in Experimental Design, New York: McGraw Hill Company, Inc., 1962.

2. Eighty-three percent gave their supervisors high scores; 4% indicated their supervisors were not supportive at all; and 13% said the degree of supportiveness depended upon the situation.
3. Sixty percent gave their coworkers high scores; 13% felt the opposite; and 27% said it depended upon the situation.

School B

1. Eighty-nine percent gave themselves high scores; and 11% said the degree of supportiveness depended upon the situation.
2. Fifty-seven percent saw the supervisor as supportive; 13% felt the opposite, and 30% said it depended upon the situation.
3. Sixty-six percent gave their coworkers high scores; 8% felt the opposite, and 26% said it depended upon the situation.

B. Change Leadership

School A

1. Sixty-four percent gave themselves high scores; 6% were low; and 40% said it depended upon the situation.

2. Seventy-two percent felt their supervisors were high; 6% thought they were low; and 22% felt it depended upon the situation.
3. Forty-six percent felt their coworkers scored high; 11% felt the opposite; and 43% said it was situational.

School B

1. Seventy-seven percent scored themselves high; while 23% felt it depended upon the situation.
2. Fifty-one percent felt their supervisors were high; 9% felt they were low in change leadership; 40% said it depended upon the situation.
3. Fifty-four percent felt their coworkers were high on this measure; 6% were low; and 40% situational.

C. Work Planning and Coordination

School A

Fifty-five percent had high scores; 9% had low scores; and 36% said it depended upon the situation.

School B

Forty-six percent had high scores; 6% had low scores; and 50% said it depended upon the situation.

D. Work Productivity

School A

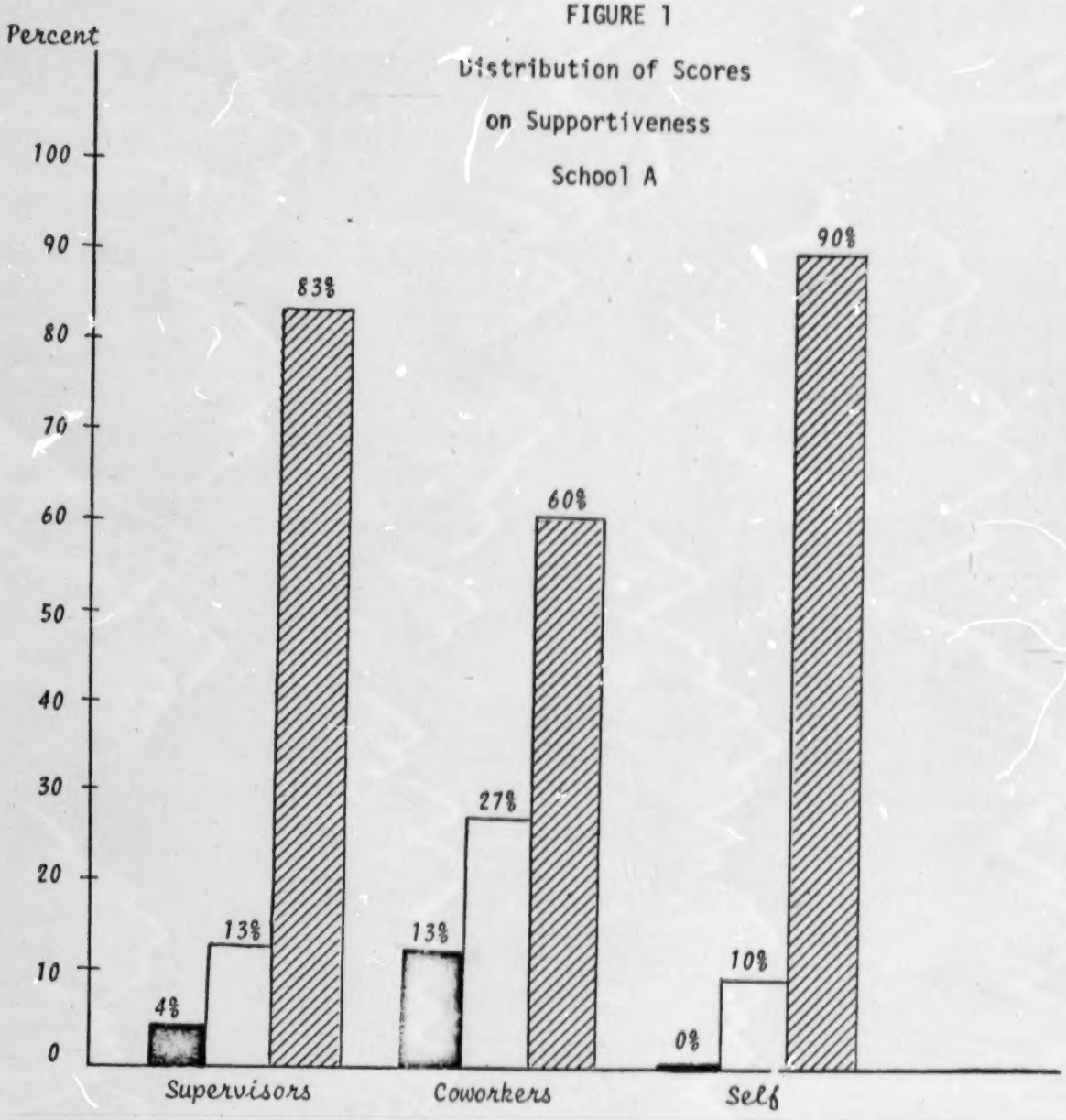
Forty-nine percent had high scores; 26% had low scores;

FIGURE 1

Distribution of Scores

on Supportiveness

School A



= Low Scores (1.00-2.24), No Supportiveness

= Middle Scores (2.25-3.74), Some Supportiveness, depending on the situation

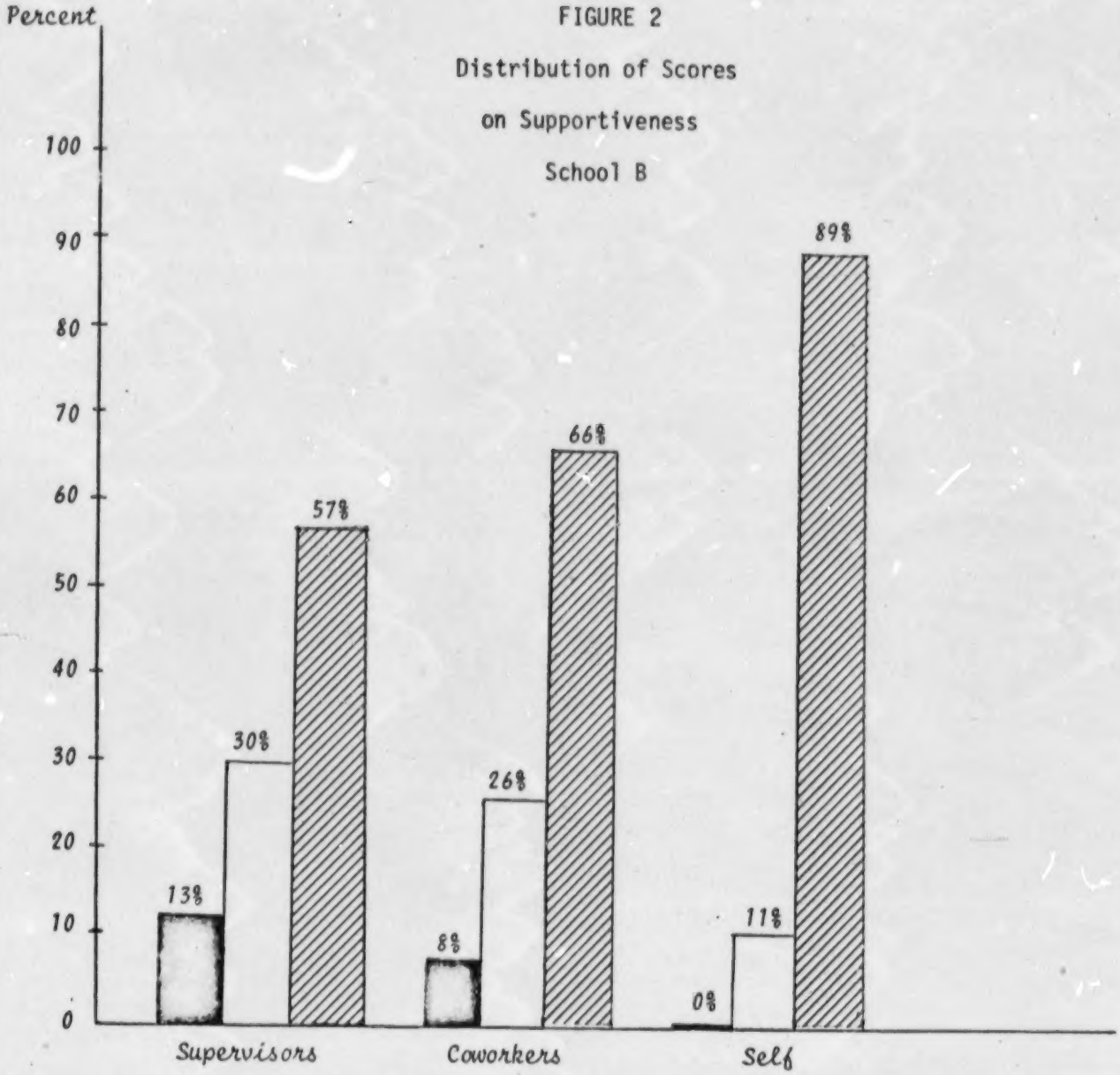
= High Scores (3.75-5.00), Considerable Supportiveness

FIGURE 2

Distribution of Scores

on Supportiveness

School B



= Low Scores (1.00-2.24), No Supportiveness

= Middle Scores (2.25-3.74), Some Supportiveness, depending on the situation

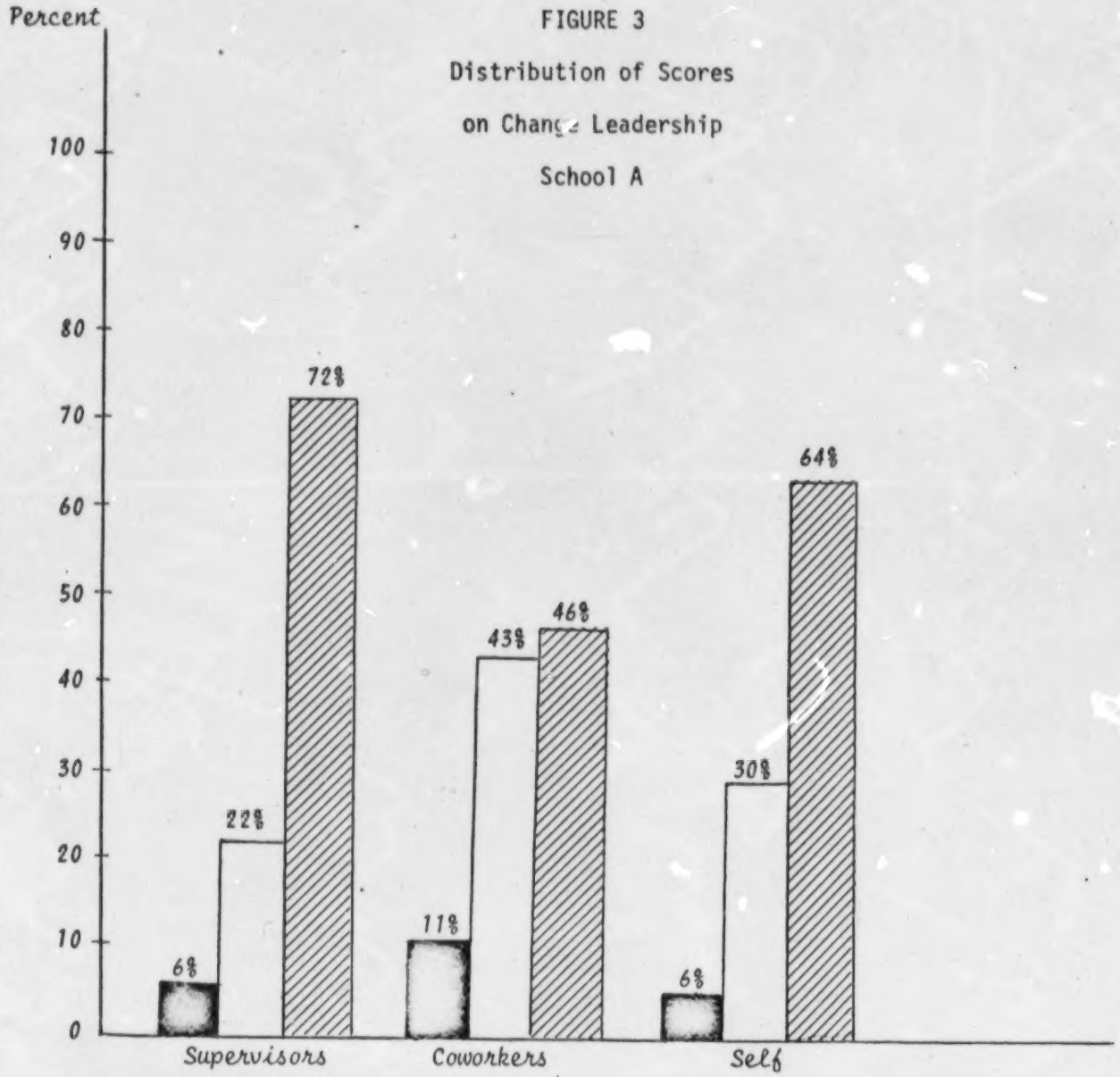
= High Scores (3.75-5.00), Considerable Supportiveness

FIGURE 3

Distribution of Scores

on Change Leadership

School A



▨ = Low Scores (1.00-2.24), No Change Leadership

□ = Middle Scores (2.25-3.74), Some Change Leadership, depending upon situation

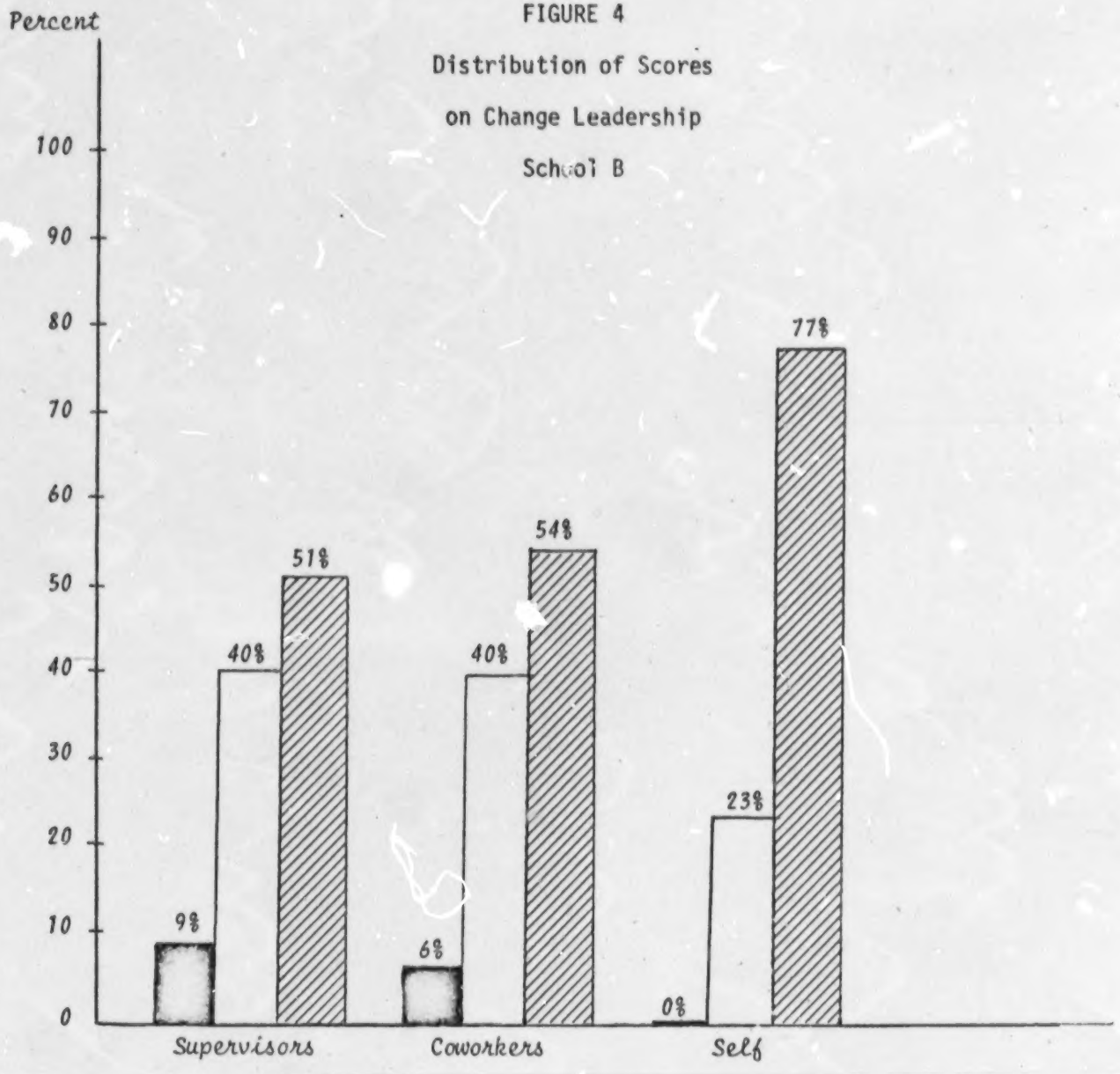
▨ = High Scores (3.75-5.00), Considerable Change Leadership

FIGURE 4

Distribution of Scores

on Change Leadership

School B



▨ = Low Scores (1.00-2.24), No Change Leadership

□ = Middle Scores (2.25-3.74), Some Change Leadership, depending upon situation

▨ = High Scores (3.75-5.00), Considerable Change Leadership

and 25% said it depended upon the situation.

School B

Twenty-eight percent had high scores; 28% had low scores; and 44% said it depended upon the situation.

E. Work Incentive

School A

Forty-five percent had high scores; 18% had low scores; and 37% felt it depended upon the situation.

School B

Forty-one percent had high scores; 13% had low scores; and 46% felt it depended upon the situation.

F. Work Environment

School A

Eighty-one percent scored high; 4% scored low; and 15% felt it depended upon the situation.

School B

Sixty-five percent scored high; 4% scored low; and 31% felt it depended upon the situation.

G. Work Resource-Setting

School A

Fifty-eight percent scored high; 4% scored low; and 38% felt it depended upon the situation.

FIGURE 5

Distribution of Scores

on Work Atmosphere Form 1b

School A

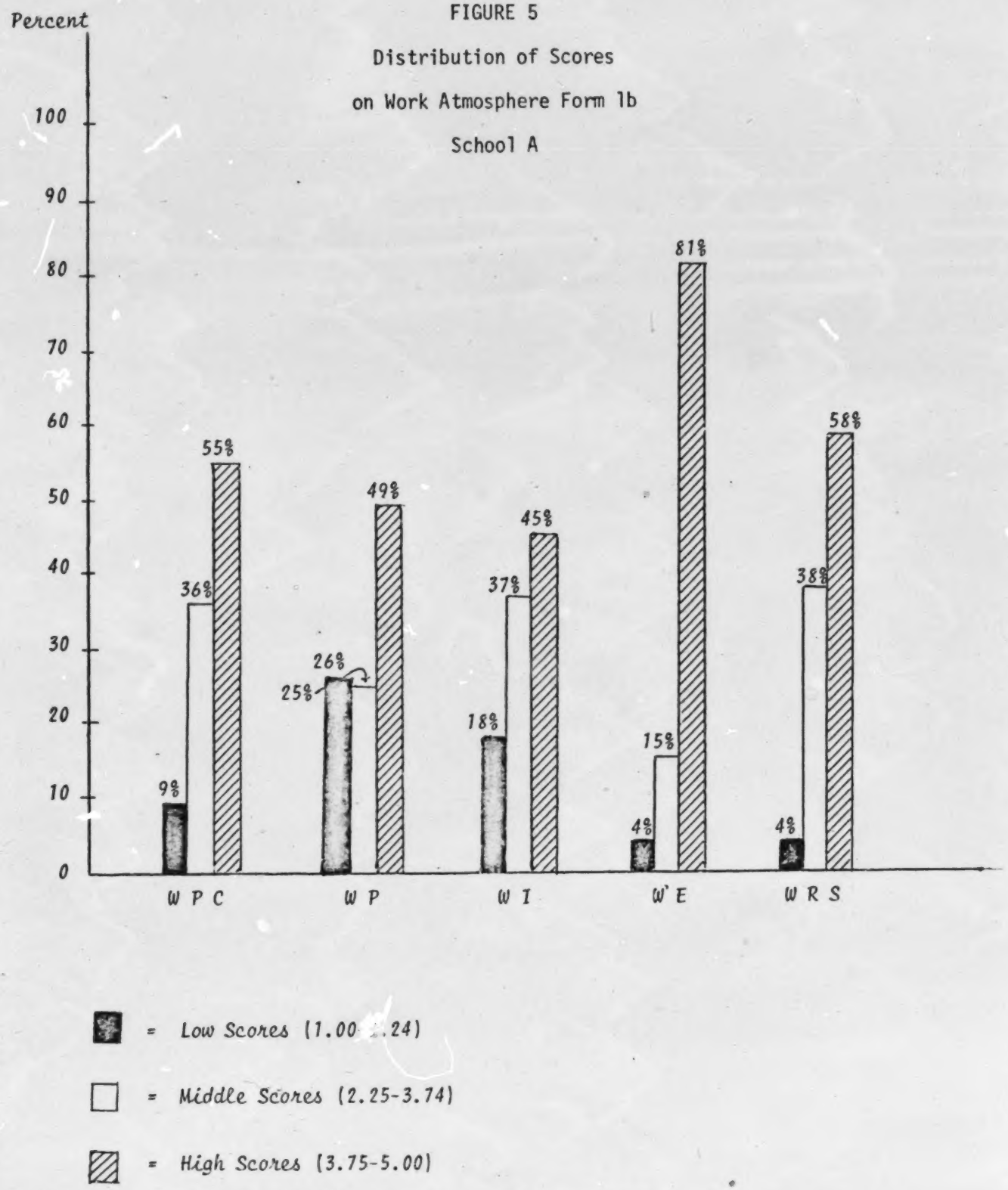
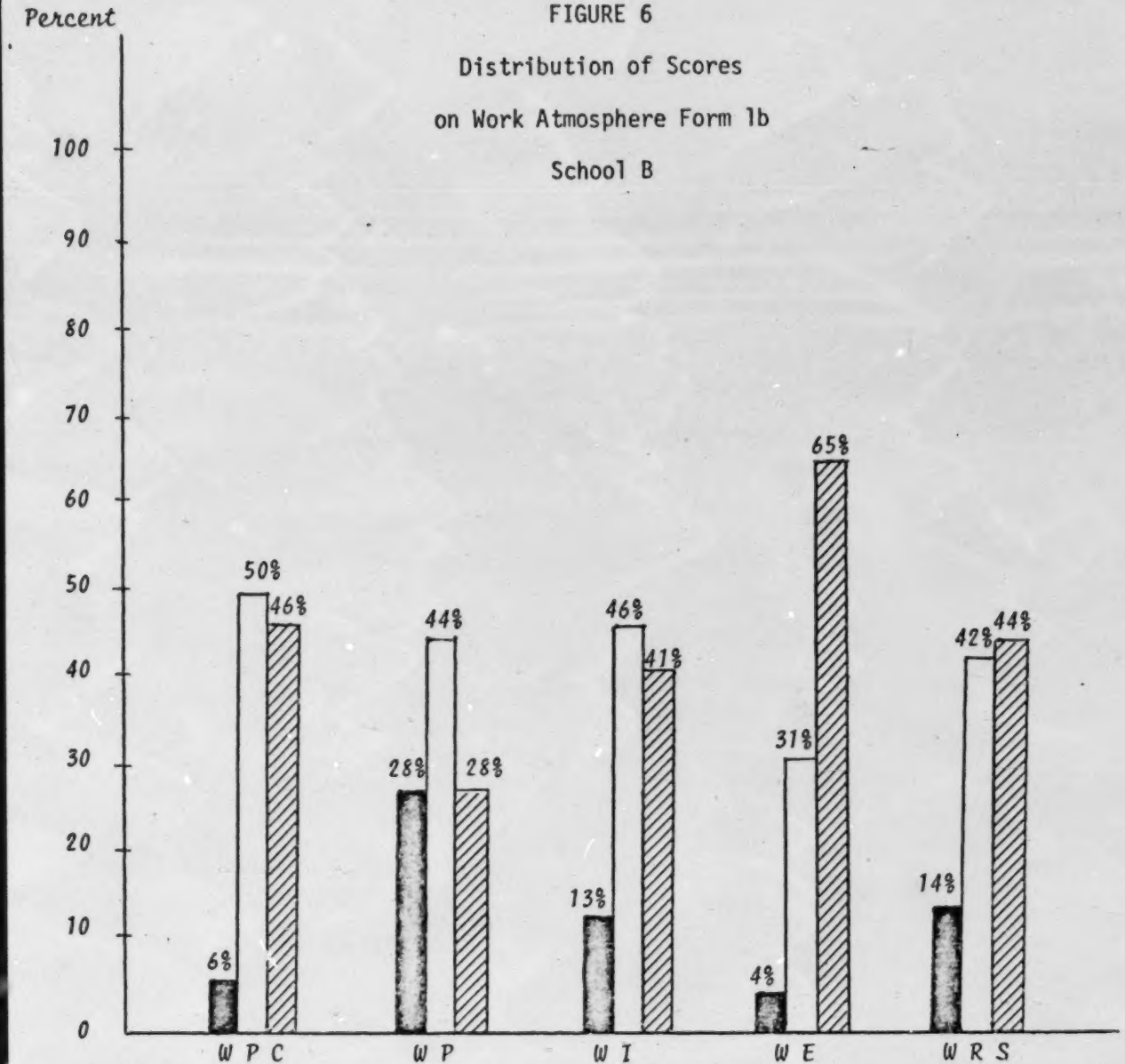


FIGURE 6

Distribution of Scores

on Work Atmosphere Form 1b

School B



= Low Scores (2.00-2.24)

= Middle Scores (2.25-3.74)

= High Scores (3.75-5.00)

School B

Forty-four percent scored high; 14% scored low; and 42% felt it depended upon the situation.

Measures Obtained from Student Questionnaires

Frequency distributions were also computed for each school on all measures of the Self-Esteem and School Atmosphere questionnaires. Figures 7 and 8 display this information. These data provided the following information regarding the students' feelings about themselves, their teachers, and their schools:

A. Self-Esteem

School A

Forty-seven percent scored high; 3% scored low; and 30% felt it depended upon the situation.

School B

Fifty-three percent scored high; 2% scored low; and 45% felt it depended upon the situation.

B. Self Other Satisfaction

School A

Ninety-three percent scored high; 3% scored low; and 4% felt it depended upon the situation.

School B

Eighty-nine percent scored high; 2% scored low; and 9%

felt it depended upon the situation.

C. Enthusiasm for School

School A

Fifty-nine percent scored high; 10% scored low; and 31% felt it depended upon the situation.

School B

Forty-one percent scored high; 16% scored low; and 43% felt it depended upon the situation.

D. School Acceptance Understanding

School A

Fifty percent scored high; 8% scored low; and 42% felt it depended upon the situation.

School B

Thirty-nine percent scored high; 12% scored low; and 49% felt it depended upon the situation.

E. School Dynamism Enthusiasm

School A

Forty-six percent scored high; 10% scored low; and 44% felt it depended upon the situation.

School B

Forty-four percent scored high; 10% scored low; and 46% felt it depended upon the situation.

FIGURE 7

Distribution of Scores

on Self-Esteem & School Atmosphere

School A

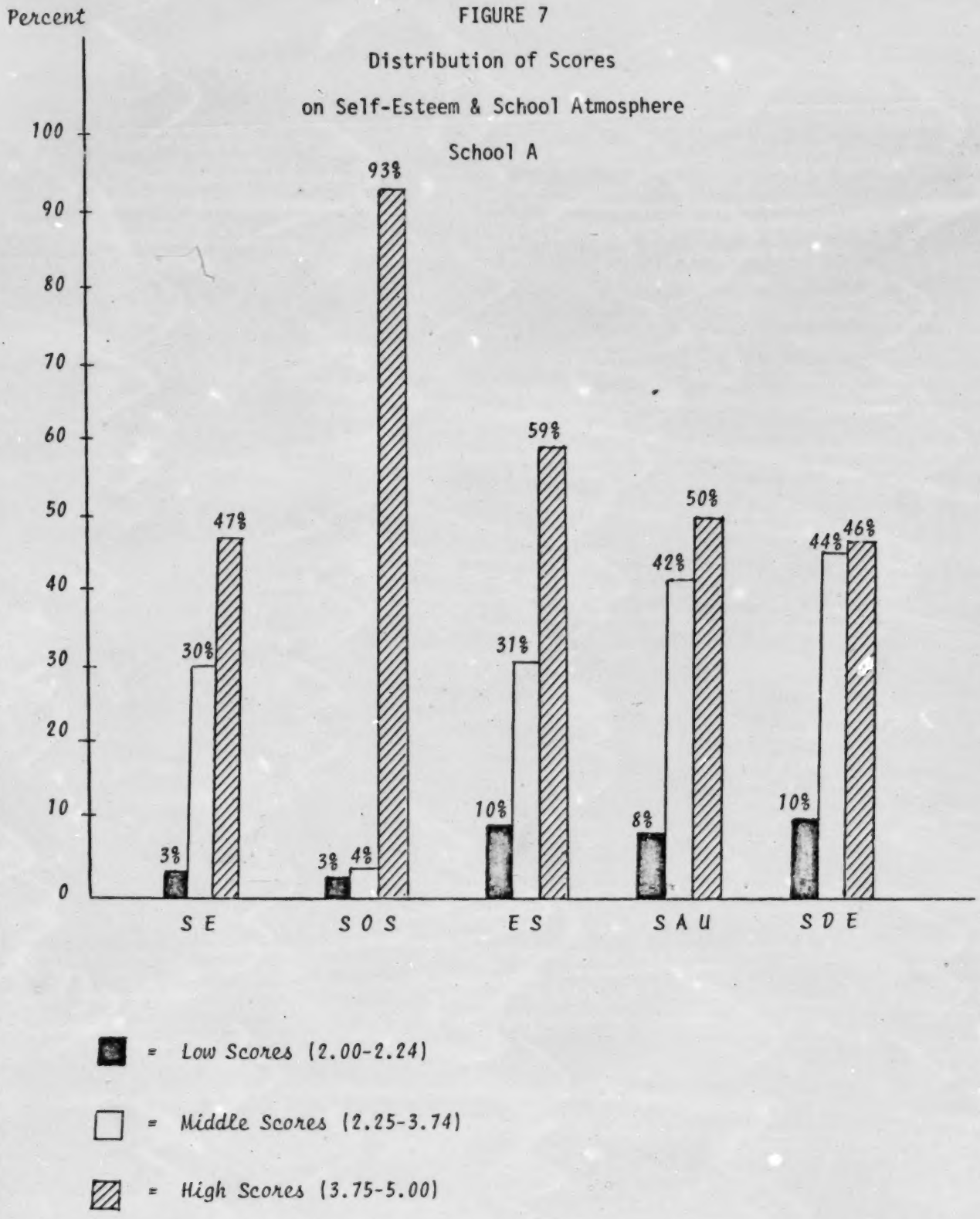
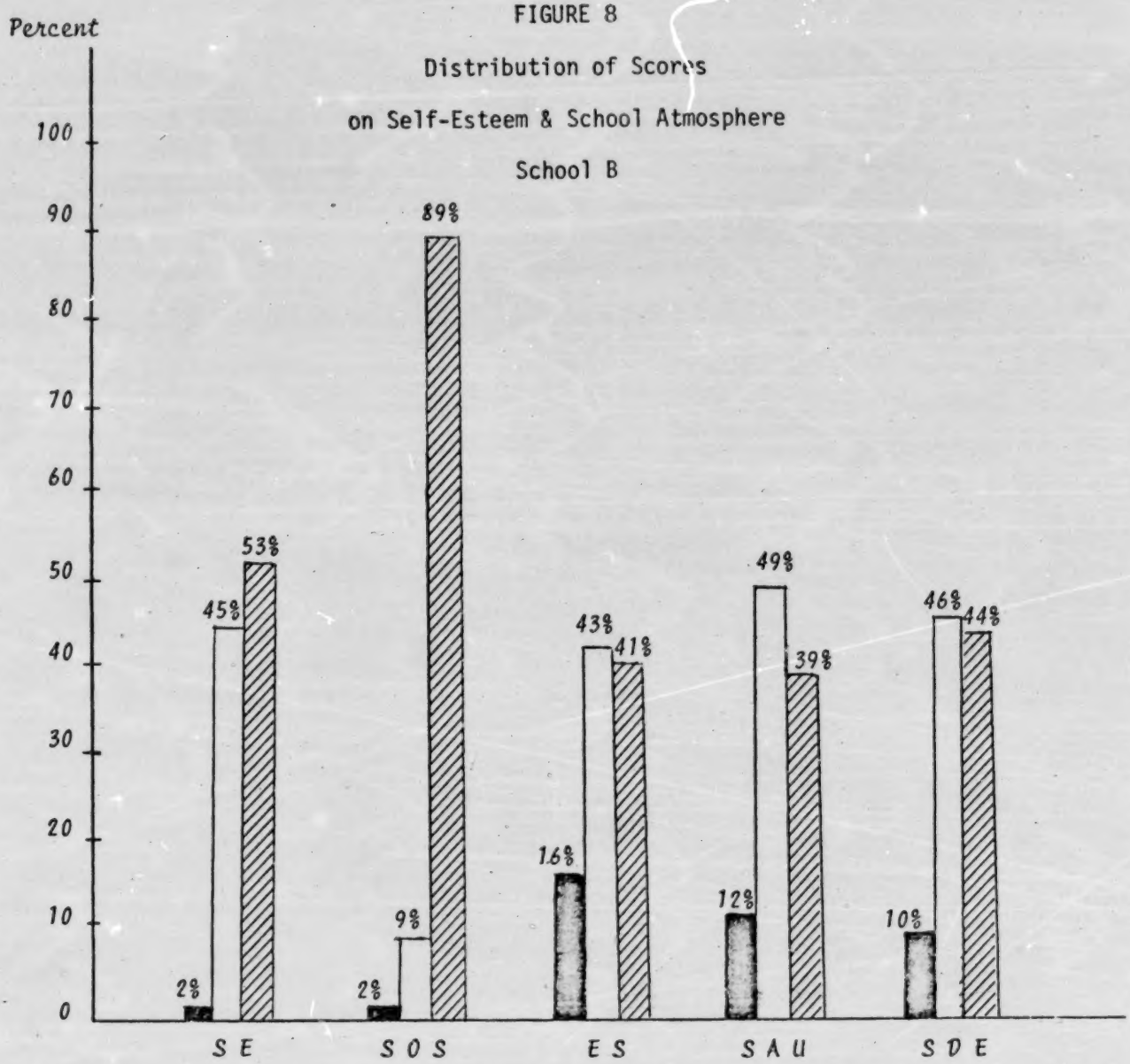


FIGURE 8

Distribution of Scores

on Self-Esteem & School Atmosphere

School B



= Low Scores (2.00-2.24)

= Middle Scores (2.25-3.74)

= High Scores (3.75-4.00)

Tables I-IV display the number of respondents, means, and standard deviations for each measure from both schools. The difference in number of respondents on the various measures results from a lack of response or inconsistent response to the given item.

Three-way analyses of variance were computed for the Supportiveness and Change Leadership measures. The three independent variables were schools, professional status (Certified and Classified), and position (line and staff). Tables V-VIII display the statistics for each of the measures. The results, by and large, indicated no differences, except in the way staffs saw themselves and their coworkers. The data was then subjected to one-way analysis of variance between line and staff certified personnel. Results are shown in Tables VIII-X. There was a significant difference ($P < .01$) in the feelings of classified personnel toward their supervisors and coworkers in both schools. In addition one-way analysis of variance was run to see whether there were any differences due to sex of the certified staffs, using the measures of Supportiveness and Change Leadership, Positive Interaction Influence (PII), and Performance-Productivity (P-P). The latter two measures had not been included in the results up to this point, but deserve some mention here.

Positive Interaction Influence is defined to mean the feeling that one will be blamed, and/or ridiculed when mistakes are made, problems occur, or desired outcomes are not obtained.

Performance-Productivity refers to the feeling that there is an emphasis upon and enthusiasm associated with doing as high quality of work as possible.

Certified staffs showed significant differences ($P < .01$) between schools on supervisor Supportiveness and Change Leadership (Tables VIII-IX). The differences, however, are in the opposite direction of that predicted by the hypothesis. Significant differences by sex of staff were observed on Supportiveness and Change Leadership of coworkers. The results suggest that females are more suspicious of their coworkers at both schools (Tables XI-XII). Significant differences were shown in Positive Interaction Influence by schools looking at the supervisors (Table X). The same is true with Performance-Productivity when analyzed using sex as the variable (Table XIII). Further analysis yielded the data shown in Table XIV. Female teachers at School A rated their coworkers significantly lower than their male counterparts on all the measures shown. Male and female teachers at School B, however, were much more similar in their perceptions of their coworkers than at School A.

Table XV gives the F ratios for this analysis by sex and school showing significant difference by sex as to how staffs viewed their coworkers on the different measures, depending upon the sex of the respondent.

DISCUSSION

The results of this study seems to support to some extent the findings of Hoppock,[16] Chandler and Mathis,[17] and Redeffer.[18] Several patterns are apparent in the data. School A staffs view supervisors much more positively than School B in both Supportiveness and Change Leadership, although not statistically different when subjected to three-way analysis of variance. Supervisors see themselves as much more supportive of Change Leadership than their staffs see them. There is a slight tendency for this to be less at School A than at School B, however. Some discrepancy is apparent in the way certified staffs see their supervisor and the way he sees himself. There appears to be no difference in perception of self and coworkers

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[16]Hoppock, loc. cit.

[17]Chandler and Mathis, loc. cit.

[18]Redeffer, loc. cit.

in Supportiveness; however, it tends to be low at both schools (Table I). On the measure of Change Leadership, a bare majority (54%) from School B gave their coworkers high scores and only 46% from School A rated their coworkers high. This would suggest that even though most persons (64% at School A and 77% at School B) rated themselves high on Change Leadership, some factors are at work to make them feel that their coworkers do not show this quality and there may even be a feeling of mistrust. This data suggests a need does exist to institute programs to improve the perceptions of staffs with regard to their supervisors and co-workers.

The measures on the Work Atmosphere Questionnaire (Form 1b) were lower in every instance at School B than at School A, although not statistically significant.

In analyzing the student scores, School A scored higher, though not significantly so, on all of the measures (Table IV). Forty-seven per cent of the students in School A saw themselves as capable, significant, successful, and worthy: whereas 53% of the students in School B believed this about themselves. A high degree of satisfaction with themselves was evidenced by the scores on Self Other Satisfaction - 93% scored high at

School A and 89% scored high at School B. A general dislike for school by students from both schools was revealed by the measures on School Atmosphere, again with School B scoring lower than School A. At School A, 59% of the students felt enthusiastic about school and 41% indicated this at School B. Fifty percent at School A and 39% at School B feel their teachers genuinely like, accept, and understand them and treat them as responsible individuals. Forty-six percent at School A and 44% at School B feel their teachers find their subject matter stimulating and that they thoroughly enjoy the process of communicating this material to students.

Previous research[19] with this scale has indicated that the School Atmosphere measures tend to be high (3.75-5.00) instead of as indicated in the present sampling. Data on School B were very similar to another Denver junior high school surveyed two years ago with a similar student population. Data obtained in the fall of 1971 from 16 junior high schools in a large suburban school district showed the following: 13 had significantly higher scores (3.75-4.00) than Schools A and B; 11 of these were in the high range; two were in the middle; and three were similar

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[19]James K. Hoffmeister, Personal Communications, 1973.

to Schools A and B. Data from a Salt Lake City, Utah, junior high school, where students were identified as having problems, indicated a mean score of 3.50.[20]

Self-Esteem measures in School A are similar to those in the sampling from the suburban junior high schools, but Enthusiasm for School is much lower than that found in these schools.

Although the data indicate that students from both schools feel good about themselves, they do not have a similar feeling for their teachers and school in general. It, therefore, seems vitally necessary to begin some programs where staffs are made aware of students' feelings and where a more effective way of communicating with students is established.

Although School A scores were higher than the scores from School B, the hypothesis is not rejected because of the biased sampling from School A. The scores on Work Atmosphere, Form 1b, are low at both schools. Other data from Form 1a suggest problems, even with the lack of total response from both schools. It appears that the lack of response from School A indicates considerable uncertainty and perhaps even skepticism with respect

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[20]James K. Hoffmeister, Personal Communications, 1973.

to what would happen if true feelings were actually communicated and/or treated seriously. This fact in itself would seem to be indicative of problems with the Staff at School A.

The data in this study point toward a high percent of "turned off" students, interpersonal conflict among staffs, lack of trust, and some frustration due to working conditions and fringe benefits. Results show that female teachers at School A feel their coworkers are low in supportiveness, are less productive, low on change leadership, and have less positive interaction influence. This suggests that some kinds of interpersonal conflicts may be operating at School A.

Plan of Action

Sufficient information has been gained in this study to proceed with a plan for implementation of a program to overcome the problems. One meeting has been held with the Division of Education to discuss the findings of this investigation and the need to develop and institute some intense inservice programs in both schools, but particularly in School A. Upon completion of this report, copies will be given to the Division of Education, and a meeting will be arranged with the administrative staff of School A to begin developing programs to fit the needs uncovered in this report.

A follow-up of the study will be made by attempting to remove the threat that is apparent, resulting in 55% of the staff at School A and 30% of School B refusing to respond. The staff from Test Analysis and Development has agreed to pursue the study by administering the inventories at School A, with the idea in mind that an outside agency would be less threatening. Should this provide a larger number of respondents, the data will be treated the same by this investigator as in the present study.

If this method of looking at schools can be further validated, it could be used to determine the existence and magnitude of problems and the general school climate in a systematic way. Preventive programs with both staffs and students would then be instituted. This could be a viable way to let staffs see themselves as others see them and the impact they have upon the students they come in contact with daily.

SUMMARY

The purpose of the study was to compare morale of staffs and students in two schools, one with (School A) and one without (School B) obvious problems.

Four inventories were used in the study - Work Atmosphere (Forms 1a and 1b) to survey staffs and Self-Esteem and School Atmosphere to survey students.

The inventories, with instructions for completing and returning, were delivered to the two schools. The staff inventories yielded information on how they feel about their coworkers and supervisors and satisfaction with the degree of participation and recognition being received from their work, i.e., the level of the staff's human relations index. The student inventories yielded information on how the student felt about himself (herself) and how the student felt about his teachers and school in general.

Scores were computed by a process called Convergence Analysis which gave low, middle, and high scores as well as mean scores. By using the analysis of variance, a comparison was made between variables in an effort to determine if significant relationships existed between the measures.

Although School A scored higher than School B, both schools were low on almost all measures. Staffs saw themselves as much better in all areas than they saw their coworkers. Supervisors also saw themselves much better than their staffs saw them.

Female certified staffs rated their coworkers significantly lower in all measures than their male counterparts, especially at School A.

Students from School A scored higher than School B on Self-Esteem and Self Other Satisfaction (Table IV), although both were below average in Self-Esteem. Students at both schools indicated a general dislike for school by the overall low score on the School Atmosphere inventory.

CONCLUSIONS

After reviewing the findings of the study, the following conclusions were drawn:

1. The results did not support the hypothesis, although the mean scores on almost all measures were lower than average at both schools.
2. Although students feel good about themselves, they are not satisfied with their school experiences. This is the situation at both schools.
3. Staffs felt, in general, some mistrust for their co-workers; this was statistically significant with female certificated staffs at School A.
4. The data support findings by other researchers cited in the literature.

5. Results from this preliminary study indicate some problems in both schools and merit further consideration.
6. Based on the foregoing preliminary observations, plans for instituting inservice programs are being developed.

TABLE I

Supportiveness

	Supervisors		Coworkers		Self	
	School A	School B	School A	School B	School A	School B
Number	52	68	45	73	52	75
Mean	4.23	3.55	3.68	3.72	4.23	4.24
Standard Deviation	0.84	0.95	0.90	0.77	0.44	0.49

TABLE II

Change Leadership

	Supervisors		Coworkers		Self	
	School A*	School B	School A	School B	School A	School B
Number**	50	70	46	71	49	70
Mean	4.02	3.60	3.50	3.68	3.84	4.07
Standard Deviation	0.84	0.83	0.81	0.73	0.71	0.54

*Please note that only 45% of School A responded and 71% of School B responded; therefore, results of School A may be spuriously high.

**The difference in numbers results from lack of response or inconsistent response to the given items.

TABLE III

Work Atmosphere Form 1b

	WPC		WP		WI		WE		WRS	
	School A	School B	School A	School B	School A	School B	School A	School B	School A	School B
Number	47	66	43	60	40	54	52	68	52	66
Mean	3.69	3.55	3.35	3.00	3.42	3.40	3.99	3.78	3.67	3.35
Standard Deviation	0.81	0.65	1.24	1.05	1.10	0.87	0.64	0.64	0.75	0.87

TABLE IV

Self-Esteem and School Atmosphere

	Self-Esteem				School Atmosphere					
	S - E		S O S		E S		S A U		S D E	
	School A	School B	School A	School B	School A	School B	School A	School B	School A	School B
Number	445	343	446	335	417	317	454	352	438	339
Mean	3.92	3.72	4.65	4.58	3.69	3.31	3.58	3.39	3.54	3.50
Standard Deviation	0.69	0.60	0.74	0.72	0.98	1.00	0.91	0.92	0.96	0.95

TABLE V

Analysis of Variance for

Supportiveness

	Supervisors				Coworkers				Self			
	School A		School B		School A		School B		School A		School B	
	Line	Staff	Line	Staff	Line	Staff	Line	Staff	Line	Staff	Line	Staff
Certified	4.43	4.18	4.38	3.36	4.00	3.58	4.63	3.64	4.00	4.15	5.00	4.23
Classified	5.00	5.23	4.56	4.12	3.69	3.89	4.41	3.81	4.63	4.45	4.41	4.16

TABLE VI

Analysis of Variance for

Change Leadership

	Supervisors				Coworkers				Self			
	School A		School B		School A		School B		School A		School B	
	Line	Staff	Line	Staff	Line	Staff	Line	Staff	Line	Staff	Line	Staff
Certified	4.17 (1)*	4.02(33)	4.83 (1)	3.43(56)	4.50 (1)	3.52(31)	4.50 (1)	3.64(57)	4.17 (1)	3.83(35)	4.67 (1)	4.04(56)
Classified	4.50 (2)	3.92(14)	4.50 (4)	4.12 (9)	3.42 (2)	3.91(12)	4.29 (4)	3.63 (9)	4.59 (2)	3.70(11)	4.67 (4)	3.96 (9)

*Number of subjects

TABLE VII

Analysis of Variance for

Work Atmosphere - Form 1b

	W P C		W P		W I		W E		W R S	
	Line	Staff	Line	Staff	Line	Staff	Line	Staff	Line	Staff
School A										
Certified	3.89 (1)*	3.52(31)	4.00 (1)	3.40(30)	4.67 (1)	3.61(31)	4.17 (1)	4.03(36)	4.20 (1)	3.50(35)
Classified	4.26 (2)	3.99(13)	2.25 (2)	3.35(10)	2.67 (2)**	2.50 (6)	4.50 (2)	3.76(13)	4.35 (2)	3.97(14)
School B										
Certified	4.00 (1)	3.51(53)	3.50 (1)	2.97(50)	3.67 (1)	3.46(47)	3.60 (1)	3.79(54)	3.40 (1)	3.26(52)
Classified	4.05 (4)	3.54 (8)	2.67 (3)	3.33 (6)	2.00 (2)	3.34 (4)	3.82 (4)	3.68 (9)	3.96 (4)	3.60 (9)

*Number of subjects

**Significant difference ($P < .01$) in the feelings of classified personnel in both schools

TABLE VIII

One-Way Analysis of Variance for

Supervisor-Supportiveness by Certified Staff

Source	df	N	MS	SD	F
School A	1/88	36	4.19	0.68	
School B	1/88	54	3.36	0.94	20.47**

**(P < .01)

TABLE IX

One-Way Analysis of Variance for

Supervisor-Change Leadership by Certified Staff

Source					
School A	1/88	34	4.03	0.74	
School B	1/88	56	3.43	0.80	12.23**

**(P < .01)

TABLE X

One-Way Analysis of Variance for

Supervisor-Positive Interaction Influence by Certified Staff

Source	df	N	MS	SD	F
School A	1/82	33	4.46	0.61	
School B	1/82	51	3.71	0.86	19.25**

**(P<.01)

TABLE XI

One-Way Analysis of Variance for

Coworker Supportiveness by Sex

Source	df	N	MS	SD	F
School A	1/84	37	3.89	0.85	
School B	1/84	49	3.42	0.74	7.43**

**(P<.01)

TABLE XII

One-Way Analysis of Variance for

Coworker- Change Leadership by Sex

Source	df	N	MS	SD	F
School A	1/85	38	3.79	0.73	
School B	1/85	49	3.43	0.71	5.62*

*(P < .05)

TABLE XIII

One-Way Analysis of Variance for

Coworker - Performance-Productivity by Sex

Source	df	N	MS	SD	F
School A	1/87	38	4.05	0.73	
School B	1/87	51	3.65	0.62	7.81**

**(P < .01)

TABLE XIV

Summary of Analysis of Variance Within School

for Coworkers by Sex of Certified Staffs

Source	Supportiveness	Performance-Productivity	Change Leadership	Positive Interaction Influence
School A Males	4.23	4.28	3.94	4.35
School A Females	3.16	3.33	3.20	3.63
School B Males	3.75	3.94	3.72	3.99
School B Females	3.56	3.82	3.56	3.87

TABLE XV

Analysis of Variance for

Coworkers by Sex of Certified Staffs

Source	SS	DF	MS	F
Supportiveness	0.034	1	0.034	0.06
Sex	7.16	1	7.16	12.02**
School x Sex	3.50	1	3.50	5.87*
Error Term	48.86	82	0.60	
Performance-Productivity	0.10	1	0.10	0.25
Sex	5.53	1	5.53	13.34**
School x Sex	3.33	1	3.33	8.02**
Error Term	35.25	85	0.42	
Change Leadership	0.09	1	0.09	0.19
Sex	3.95	1	3.95	7.88**
School x Sex	1.61	1	1.65	3.22
Error Term	41.57	83	0.50	
Positive Interaction Influence	0.06	1	0.06	0.11
Sex	3.12	1	3.12	5.44*
School x Sex	1.62	1	1.62	2.82
Error Term	44.20	77	0.57	

**($P < .01$)
*($P < .05$)

APPENDIX A

APPENDIX A WAS REMOVED FROM THIS DOCUMENT PRIOR TO ITS BEING SUBMITTED TO THE ERIC DOCUMENT REPRODUCTION SERVICE DUE TO COPYRIGHT RESTRICTIONS.

APPENDIX B

September 24, 1973

Dear Student:

We are interested in knowing how you feel about yourself and your school. We would, therefore, appreciate your honest and sincere answers to the two questionnaires that your teacher will give you. There are no "right" or "wrong" answers to these questions. Rather, your answer simply indicates how you feel most of the time about yourself and your school.

We assure you that all of the information you give will be strictly confidential and will be used to make general, statistical, comparisons with results obtained in other schools. By knowing your feelings we hope to open up better lines of communication, thus improving all of your school experiences.

Read the directions on the back of each questionnaire and answer each question.

If you are interested in knowing your score, write in your name at the top of each answer sheet.

-make sure both of your answer sheets have the same number.

-also blacken in the correct space indicating if you are a male or female under miscellaneous code - sex.

Thank you for your particiaption and your cooperation in filling out the questionnaires.

Sincerely yours,

Evie G. Dennis

Evie G. Dennis

ED:jm

September 24, 1973

Dear Staff Member:

I am interested in determining the opinions of staffs concerning the items on the attached questionnaires.

There are no "right" or "wrong" answers to these items. The best answer is your honest, frank opinion. You can be sure that whatever your opinion may be on a certain question or statement there are some people who agree and some who disagree.

Although your participation in this study is strictly voluntary, I would appreciate your answering one questionnaire describing yourself, one describing your co-workers, and one describing your supervisor. Please follow the directions on the back of each questionnaire carefully.

Give your personal point of view and be as sincere as possible. I assure you that all information will be strictly confidential. Return the questionnaires, as soon as possible, using the same envelope. Please use the gummed addressed label, which is enclosed, on the outside of the envelope. You will be given copies of the results of this study when it is completed, as well as your individual score.

Thank you for your participation in this study and your cooperation in filling out the questionnaires.

Sincerely yours,

Evie G. Dennis

Evie G. Dennis

ED:jm

APPENDIX C

TEST ANALYSIS AND DEVELOPMENT CORPORATION
855 Inca Parkway . Boulder, Colorado 80303
Phone (303) 494-5811

October 24, 1973

Dear Mr. (Ms.) 2105

SUPERVISOR				COWORKERS				SELF				FORM 1b				
SUP	P-P	CL	PII	SUP	P-P	CL	PII	SUP	P-P	CL	PII	WPC	WP	WI	WE	WRS
	+		+	+	+	+		+	+	+	+	+	-	R	+	+

Directly above are your scores on each of the Work Atmosphere Questionnaire measures. The symbols identifying each of the measures are defined on the next page. This information was quite helpful for identifying the strengths and/or problems in your work unit. Your scores are provided only to you, for your own information. Whether or not you wish to discuss them with other persons is up to you. It is our hope that this information may help you understand better some aspects of your work situation.

Please note that a "+" means a high score or a positive condition; a "-" means a low score or a poor work condition; an "S" means the work condition depends upon the situation; and an "R" means that your responses were not consistent on that particular measure and no score was computed since it was difficult to decide what information was being communicated.

Directly beneath and to the left of this paragraph is summary information describing what the employees, as a group, felt about the work atmosphere at Hamilton and Kepner Junior High Schools. And, to the right of this information is a gummed label with a summary of what the employees in your school felt, as a group, about the work conditions in your school.

HAMILTON and KEPNER JR. HIGHS

FORM 1A:	SUP	P-P	CL	PII
SUPERVISOR	+	+	+	+
COWORKERS	S	+	S	+
SELF	+	+	+	+

FORM 1B:	WPC	WP	WI	WE	WRS
	S	S	S	+	S

SCHOOL NO. (2)

FORM 1A	SUP	P-P	CL	PII
SUPERVISOR	S	+	S	+
COWORKERS	S	+	S	+
SELF	+	+	+	+

FORM 1B	WPC	WP	WI	WE	WRS
	S	S	S	+	S

If your own score on a particular measure is different from that of your school as a whole, it would mean that you see things differently on that measure than they do. If you would like to discuss such a situation or any aspect of

this evaluation, please feel free to contact either your principal or Mrs. Evie Dennis. Also, you should feel free to contact Mr. James K. Hoffmeister, Test Analysis and Development Corporation, if you have questions that are not otherwise answered.

Thank you very much for participating in this project.

Sincerely,

James K. Hoffmeister

JKH/mk

WORK ATMOSPHERE QUESTIONNAIRE MEASURES

Form 1a

SUPPORTIVENESS (SUP) is defined to mean a person's feelings that he (she) is accepted, respected and encouraged to function as a competent, effective individual.

PERFORMANCE-PRODUCTIVITY (P-P) refers to the feeling that there is an emphasis upon and enthusiasm associated with doing as high quality of work as is possible.

CHANGE LEADERSHIP (CL) describes the feeling that there is a genuine concern to find, develop and implement better ways of doing high quality work.

POSITIVE INTERACTION INFLUENCE (PII) is defined to mean the feeling that one will not be punished, blamed and/or ridiculed when mistakes are made, problems occur, or desired outcomes are not obtained.

(NOTE: information on each of the above measures was obtained from three standpoints: a person's perception of his (her) supervisor, his (her) coworkers as a group, and himself (herself).

Form 1b

WORK PLANNING AND COORDINATION (WPC) describes the feeling that work practices are carefully and systematically planned, described, introduced, implemented and assessed.

WORK PRODUCTIVITY (WP) describes the feeling that the quality of work is not affected by factors such as staff turnover and absenteeism.

WORK INCENTIVE (WI) provides information regarding the feeling that salaries, fringe benefits and grievance procedures are adequate.

WORK ENVIRONMENT (WE) describes the extent to which work environments are felt to be adequate.

WORK RESOURCES-SETTING (WRS) provides information regarding the feeling that sufficient materials and personnel are available to do an adequate job.